

CLASSICS FOR CHILDREN



A
PRIMER
STICKNEY.

GINN & COMPANY.
BOSTON.



A PRIMER
STICKNEY

With Compliments

— from —

Beth Wray

Ginn and Company



A



PRIMER

STICKNEY.

PREFACE

"Hoping that fellow teachers will find pleasure in its use, we commend our work to their friendly judgement."

With these words, author Jenny Stickney concluded her preface to *Classics for Children: A Primer*, which Ginn and Company published on August 20, 1885, just over 100 years ago.

In the spirit of Jenny Stickney, a very appreciative Ginn and Company has prepared this facsimile edition of *Classics for Children: A Primer*, as a gift for educators to commemorate the centennial of this classic work.

"Readers should be a pleasure for teachers to use," wrote Miss Stickney in her preface. That fact hasn't changed in 100 years. She went on to say that texts must be designed to help children "accomplish the task of learning to read." At Ginn and Company in 1985, helping children learn to read is still our overriding goal.

Jenny Stickney also knew that the most successful classroom materials must be the work of people intimately familiar with the classroom. As she put it, authors should be the "fellows of teachers." We couldn't agree more.

Throughout Miss Stickney's preface there is evidence of her understanding of another timeless truth about reading education: the real mystery inherent in children's learning to read. Regardless of how sound an instructional methodology, one is never altogether certain of all the factors that lead to the magical moment when a child acquires that remarkable gift—the ability to read. What Jenny knew, and what we as educational publishers must always remember, is that that magical moment, that magnificent gift, never occurs without a teacher being or having been present!

We commend this centennial edition of Jenny Stickney's primer to the "friendly judgement" of a new generation of teachers. Over our long history, we at Ginn and Company have come to rely on that friendly, but critical judgement. Because thousands of our teaching friends have contributed significantly to the constant search for the new text that will do just a bit more for the nation's school children, and because they've shared their thoughts with us, Ginn and Company has been able to create timely and effective reading materials for more than a century.

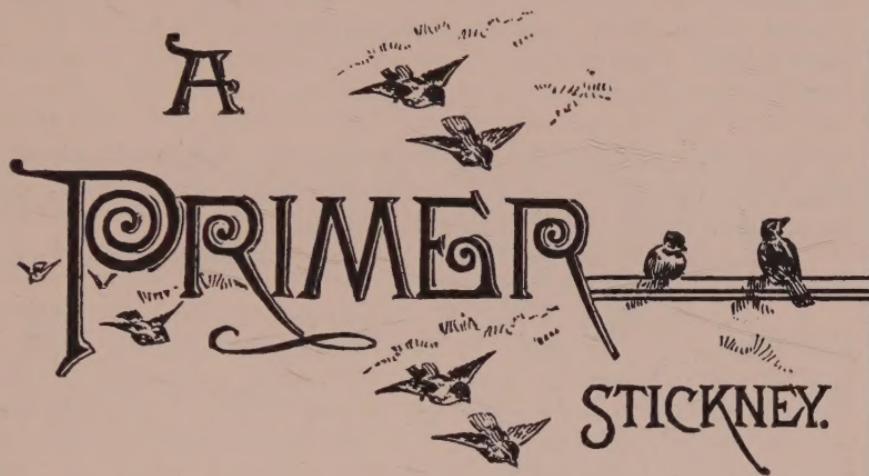
We dedicate this facsimile edition of *Classics for Children: A Primer* to all teachers. We are proud and grateful to have played some part in your wise and loving efforts.

Ginn and Company
September, 1985

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CLASSICS FOR CHILDREN.

A



PRIMER

STICKNEY.

EMBRACING THE SENTENCE AND PHONIC METHODS FOR
TEACHING SIGHT READING.



BOSTON:
GINN AND COMPANY.

1885.

Copyright by J. H. Stickney, 1885.

ANNOUNCEMENT.

A GLANCE will show the pages which follow to be a little out of the track of the oldtime Primer. Careful examination, we think, will justify the departure, and show that all primer essentials are retained.

Among the considerations which have led a practical teacher to the development of a somewhat novel plan are these:—

1. After reducing a number of books to their vocabularies, it has been found that the ready recognition of about five hundred words will put a child upon his feet, as it were, in pleasant, natural reading, appropriate to his age, with only such aid in new words as may be made needful by new subject-matter; and that any considerable lack from this number makes of the reading *primer* work, under whatever name it may be conducted. There has hitherto been only an arbitrary line between the work of the primer and that of the readers designed to succeed it; whereas, the transition distinctly comes when the new words occurring in a lesson are so few, in comparison with the whole, as to make their teaching incidental to the object and interest of the work.

Under any method, it is the office of the primer to secure the immediate recognition of the words needful for reading in its proper sense.

The Phonic method does this by developing a quick perception of the relations of letters and sounds, relying upon diacritical marks where word-forms are anomalous. It is a safe, logical method, but most teachers find it tedious, as it comes to natural reading only at or near the end of its work.

The Word method relies upon the memory of word-forms, and the provision it makes for continued repetition. Its strength lies in the wonderful memory that seems to belong to early childhood; its weakness is in the fact that it furnishes no aid to recollection, without which memory is capricious and unreliable. In its use also the early reading is below the child's intelligence.

By making its unit a thought, the Sentence method, so-called, brings both memory and association into play, and by the least exercise of method secures most natural progress. Whether designedly or not it is undoubtedly by all these together that the child accomplishes the task of learning to read.

2. A second consideration is the fact that, in spite of all effort to prevent

it, children learn by rote the pages of their primers long before they can distinguish all the words contained in them. It is a law of Natural Science that a persistent bent in a species is to be taken as an active force in its development. And it is proved in hundreds of homes that without effort children learn to read by the use of the simple books previously *learned by heart*. Both in music and reading, half the time and labor are saved by basing the teaching upon this hint taken from childhood itself. As will be seen, we have made such selections from the children's stock as embody the greatest number of simple words, with the fewest of those less commonly used. In this way, we cover the simple idioms of language and more than half the required vocabulary.

3. A third consideration is drawn from the law of analogy. While not strictly a phonetic language, there exists in English a sufficiently broad line of word-correspondence to make analogy an active factor in teaching it.

Acting under these considerations, we have taught the child to recognize the words of sentences either previously known, or so easily acquired as to be at once familiar; then selected from these words such as have counterparts in sound and appearance, and made each such word teach almost simultaneously those of which it is the type, on the Froebel principle of harmony in resemblance and difference. The child's interest in reduplicating forms and ringing their possible changes is thus made profitable in extending his stock of words, while it trains his judgment in the subsequent recognition of new ones.

4. One other item, which thoughtful observers will corroborate, is, that children who are suffered to run wild with the time-honored nursery classics until six or seven years old, will themselves, almost without exception, make impromptu stories and rhymes which reveal the germinal character of their mental furnishing. Under the best of the primers, no such livingness is to be found, and it is the later work of the school to undo by Language Lessons what itself has done by the use of dead, stilted forms. It is therefore more than an incident in our plan, that it reduces to the minimum and holds entirely subordinate artificially-made sentences used to exercise and test the memory at the expense of the intelligence.

We have sought to follow the natural parallel for a child's learning to read, namely, his earlier learning to talk, not by stilted forms, but by natural selection from what surrounds him, and have so tested the results as to insure the acquisition of double the number of words, and the certainly not-to-be-regretted loss of much time and machinery of method.

Hoping that fellow-teachers will find pleasure in its use, we commend our work to their friendly judgment.

NOTES AND SUGGESTIONS.

A. Steps in Teaching. Illustrated by page 1, "This is the house," etc.

1. Calling a class of eight or ten children to her, the teacher reads the sentence, slowly, but in a natural manner, pointing to each word as it is read.
2. One child and then another, till finally all, repeat the sentence, pointing themselves to the words. [A wooden toothpick makes a good pointer.]
3. Returning to their desks, the children repeat the exercise, the teacher overlooking them. After a little time, an entire school may be taught at once, and children will busy themselves in going over and over the words.
4. The teacher calls for the finding of a word: *Jack, house, this, is.*
5. The teacher repeats a sentence: "Jack built the house." "Is this the house?" "This is Jack." The children point out the words.
6. The final review exercise: What is *this* word? and *this?* The harder words, like *tossed* and *worried*, need give the teacher no care. They will be called readily in their places; and, as they do not occur elsewhere in early lessons, they may be forgotten for the time without loss. It is, however, a common observation of teachers, that such words often take a quicker hold upon a child than many simpler ones.

B. Use of Known Words as Types of Classes. It is one thing to distinguish a word like *lay* from *Jack* or *house*, and quite another to distinguish it from a word of its own type. But no word is safely taught until this requirement is also met. When *lay* can be distinguished from *say*, *may*, *hay*, the class is ready for the study of the similar words (illustrated by page 5); and these in turn prepare the way for teaching the names and sounds of the initial consonants used in forming them. The work should not begin too soon, and should proceed slowly; but if, in the course of primer teaching, this plan be pursued, the vocabulary will be easily and naturally extended, and there will result a quicker recognition of new words. There are four principal steps in the teaching, —

1. To recognize and pronounce the word used as the type.
2. To distinguish the element that is common to the class of words.

3. To exchange the initial of the type for that of another word.
4. To recognize the new word at sight.

At a later stage, the class may learn to spell the words.

C. Blackboard Lessons are almost a necessity in this work with types and classes. The child is helped by seeing the elements erased and exchanged. Blackboard teaching is also of interest where a great amount of reading is desirable, as in graded classes. By the help of the idioms, "This is," "Is this," "Do you," "How do you," etc., an almost indefinite number of sentences may be made, using such words as *fan*, *box*, *hat*, *man*, *book*, *doll*, etc. These impromptu lessons have a great charm, and their use in permanent form makes a book tiresome and inconsequent to a child, when he has mastered them.

D. The use of Contexts in finer type is a new feature. Their value will suggest itself. Read by the teacher, children catch them as they do songs, and the little sentence of the child's own task is lifted by them to a higher plane. They also give direction to language lessons, by suggesting points for conversation. It is a mistake to suppose that children must understand fully in order to enjoy. Few children that repeat "Mother Hubbard" know about "vintners with white wine and red"; yet its words may be read as well as said. (See **H** below.)

E. Reading Material. A certain vocabulary of words, quite within the reach of children during their first year at school, makes possible the reading of easy stories simply told, but not made up after the manner of practice reading. It has been our effort to find what these words are, and the most effective manner of presenting them. The testimony of teachers to the completeness of the work has encouraged the hope that little ones in school or at home may learn to *see* words as naturally as they learned to *say* them a little earlier in life. In a year of learning to talk, it is not uncommon for a child with good surroundings to form a vocabulary of from three to four hundred words. It is perhaps not wise to venture an opinion upon the number which, with well-adapted books, a child may yet learn to recognize at sight in his first year of reading.

We recommend the teacher to begin at the beginning of the book each day, till the last word of any page is familiar to her slowest child; then to make short blackboard sentences for pupils to find out; and finally to make use of the page for **Sight Reading** which follows each section of the book. These pages are not intended for drill work, but for reading proper when the pupils are ready for it.

F. Reading by Sound. Many teachers disclaim the phonic method because they do not hold their pupils to the practice of word-analysis. By the method of the following pages, pupils learn what is essential in phonics by the eye with little or no spelling by sound. The long vowel scale is of great value in vocal training. To say the eight sounds, as represented on page 11, or to sing them to the musical scale, requires but little time, and is an agreeable diversion. The use of consonants with vowels, as set to the music of an old college song, on page 26, helps in the pronunciation of syllables and shows the powers of the different consonants; and the combination of the long and short vowels, as on page 35, is easily and pleasantly made. Three minutes a day spent on these pages will show themselves in better enunciation, especially among pupils not American born. It will be found much more agreeable to begin with the long sounds. The transition from long to short is more natural than the reverse. As a rule, the short sounds should not be much used apart from words.

G. The Use of Music. This is simply a device to hold a child's attention to his page and help to impress its words. If a few children sing while others point, the rhyme and metre may be turned to good account; and the difference between saying and singing may be used to break up the sing-song of which teachers complain in reading poetry.

H. After sufficient progress has been made to warrant it, children may be allowed to find the words they know in the contexts; the few difficult ones will thus be brought to notice, since the passage has been learned by rote.

I. Diacritical Marks. While using these helps to pronunciation, we would caution against too great a dependence upon them. They ought not to be needed in words that follow the analogies of language. It is the work of early training to lead to a correct judgment of words without these marks, and the practice of presenting words in sentences forestalls the necessity of marking them in ordinary cases. The method we have found most satisfactory has been to teach the marks with words that follow the general rule, and afterwards to use them only with anomalous forms.

J. Script Reading. As is known to most teachers, script and print may be carried along side by side as rapidly as either alone. It will be easy to extend the Sight Reading by the use of blackboard or slips of paper. The abundance of words makes it possible to invent pleasant stories without introducing many new words.

VOCABULARY.

PAGES 1-20.

Ate, and, all, are, at.—Beg, bun, but, been, bud, buds, boy, bags, bird, Billy, Bunny, built.—Cat, cow, cage, clap, caught, come, coo, chair, cup, can, can't, count.—Dog, do, did, drops, day, dove, duck, dish.—Each, eight.—For, fish, fair, full, four, five.—Go, good, give, get, got, glass.—House, here, how, hands, have, her, he, has, his, him.—Is, in, it, if, I, I've, I'd.—Jack.—Lay, London, look, little, long, like, love, let.—Malt, me, mouse, Mary, may, must, make, milk.—Not, no, now, nice.—Of, on, our, out, one.—Pussy, play, pig, pen, pond, pray.—Queen, quack.—Rat, round, rain, rose, roses.—See, sir, side, said, she, six, seven.—This, the, that, too, to, thee, take, try, there, tell, two, three.—Under, us.—Way, what, where, we, with, why, will.—You, yes.

Attention is called to the above one hundred and thirty-six words taught by association in sentences. Forty-eight of the number — those in italic — are made to teach one, two, or more, each by analogy. These class words are expressed either on the pages introducing their types or in the lists below. They may be put to later use in Phonic and Spelling Lessons.

ate	for	round	bun	but	can
gate	or	found	fun	hut	man
Kate	nor	sound	gun	cut	fan
bush	long	must	give	rose	milk
push	song	just	live	nose	silk
try	side	got	boy	nice	take
cry	hide	hot	joy	ice	cake
dry	wide	not	toy	rice	bake
and	Billy	Bunny	will	malt	pig
hand	Willy	funny	hill	salt	dig
stand	silly	sunny	till	halt	big

Again, away, ask. — Blind, bed, best, buy, baby, broom, brown, bee. — Children, clover, catch, care. — Down, don't, doing. — Fan, fly, foot, feed, first. — Going, goes, gay. — Happy, help, high, head, heart, humming. — I'll, I'm, It's. — John, just. — Know. — Loved, large, lady, lamb, live. — Mice, mother, more, merry. — Nell. — Oh, over. — Pussy, pretty, passes. — Run, ran, rosy, Robin, redbreast, rent, rope, rover. — Sat, sure, small, say, sparrow, sorrow, skip. — Than, to-day, they, them, tree, think, thing, toes, to-morrow. — Which, we'll.

blind	cart	nest	lent	ask
kind	part	west	tent	task
mind	tree	Dick	bent	cask
find	free	tick	catch	mask
wind	three	pick	patch	toes
corn	men	wick	hatch	goes
horn	ten	sick	match	sorrow
born	Ben	thick	buy	borrow
nail	hen	dock	Guy	morrow
pail	mother	rock	broom	skip
fail	other	sock	room	whip
sail	brother	clock	lamb	ship
tail	more	cock	jamb	slip
mail	sore	down	bee	merry
sure	tore	town	see	rope
cure	wore	went	just	hope
pure	best	sent	must	toe
				hoe

Any, arrow, apple, among. — Breakfast, blue, bright, blow, barn, brings, begins, blood, burn, bell, bull, boat, beats. — Cherry, chicken, could, cut, cross, course, call, cold, cock, come, clouds, Christmas. — Does, doth, die, dig, dresses, danced. — Even's, ever. — First, find, fat, fourth, fold, fly, ferry, fast, fire, fluttering, flew. — Game, green, grand, grave, garden, gave, glad, gold, gone, grow. — Haste, himself, hide, head, here's, heard. — Into. — King, keep, killed, kittens, knife, knew, kite. — Leaf, left, lost, last, leaves, loud. — Next, north, need. — Odd, ourselves, owl, o'er. — Plow, proud, poor, pan, put, painted. — Rook. — Stories, shall, some, scratch, set, snow, sheep, scamper, sing, string, summer, soon, singing, sweet, songs, sands, sea, stars, sky, shore, still, sky-lark. — Toss, then, train, tail, toll, top. — Wish, worm, want, when, work, while, warm, wind, who, were. — Yellow, your.

Aloft, active, air. — Butterflies, branch, bushy, bough, bread, babies, birdies, beasts, breath, blown, beautiful. — Coming, crack, couple, cared, cattle. — Dine, dwelling, darlings. — Ease, every, eyes. — Fresh, fine, frost, feathers, field, flee, fully, flowers, fairer. — Joy. — Kitchen. — Lane, lined, limbs. — Mossy. — Never. — Once. — Perched, pretty, pleasant, paid, peep, parlor, pantry. — Roaring. — Squirrel, shakes, shadows, seated, soak, stood, sleep, spring, softest, shy, show, strong, stronger, stem. — Thank, though. — View, voice. — Woods, who's, white, winter, wrapped, week, wild.

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THE HOUSE THAT JACK BUILT.

This
is
the
House

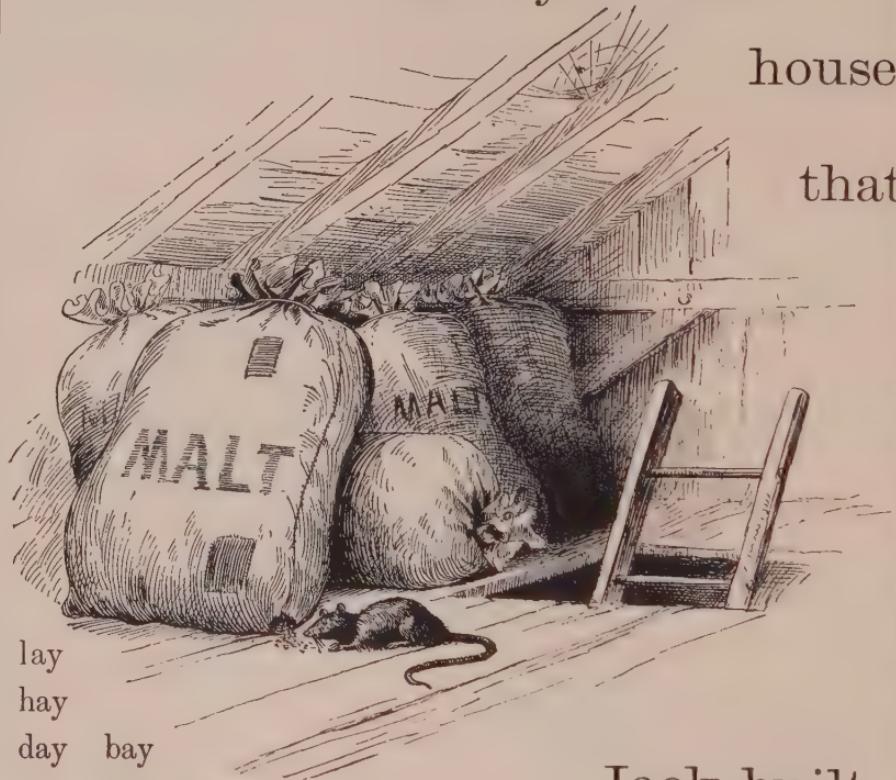
that Jack built.

This is the house

Repeat the sentence, and let the children find the different words. See Note A.

This is the Malt
that lay in the

house
that



lay
hay
day bay
pay ray may
gay say way jay

Jack built.

(See Note B.)

house
mouse

back
sack



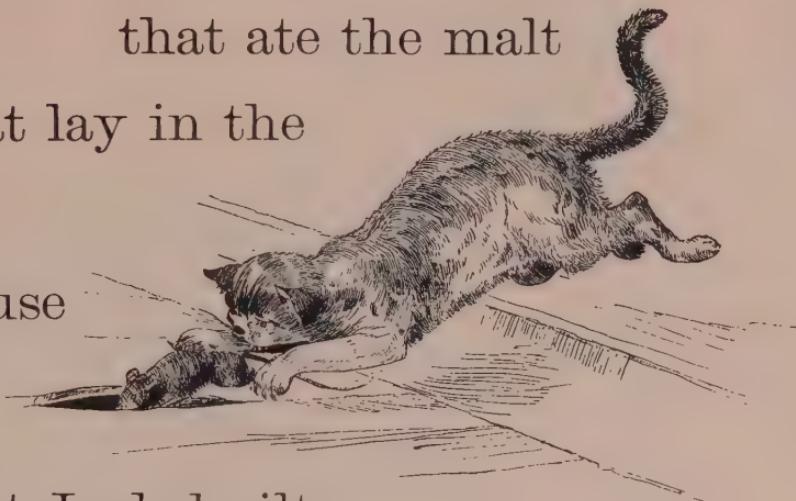
Bags of malt.

This is the Rat

that ate the malt

that lay in the

house



that Jack built.

This is the Cat

that caught the rat

that ate the malt

that lay in the house

that Jack built.

cat

bat

fat

hat

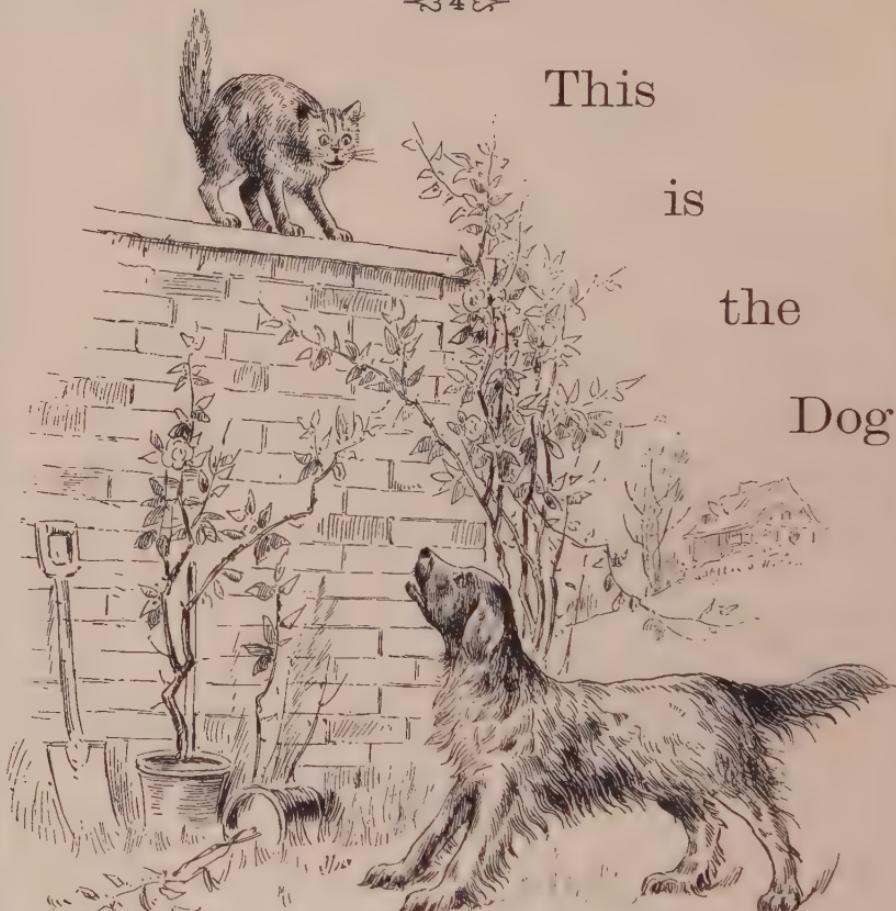
mat

sat



See Jack's cat.

This
is
the
Dog



that worried the cat
that caught the rat
that ate the malt
that lay in the house
that Jack built.

that worried the cat
that caught the rat
that ate the malt
that lay in the house
that Jack built.

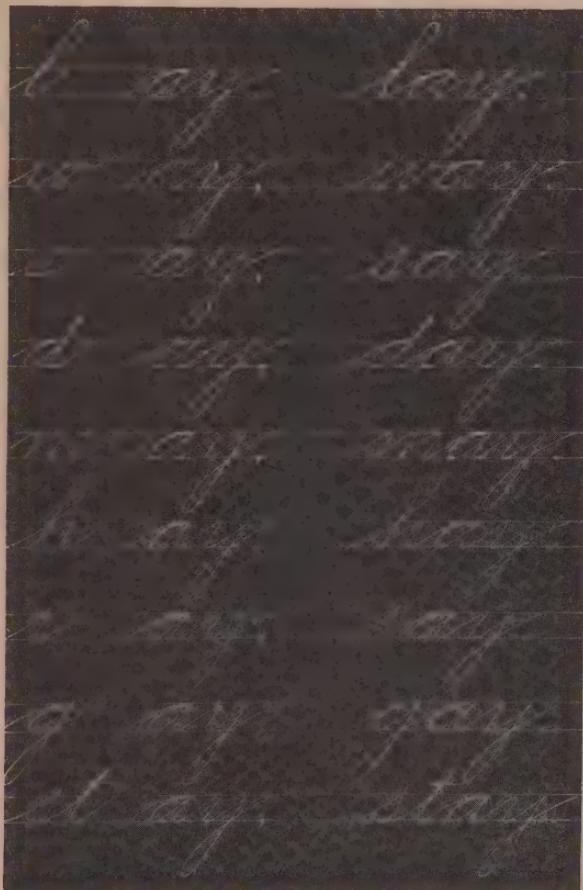
Shuny and the cat

PHONIC TEACHING.

WORDS LIKE "LAY."

A SERIES OF ILLUSTRATIVE LESSONS.

When the word *lay* (page 2) can be readily distinguished in print and script, it may be made the type of the mono-syllables ending in *ay*, and the introduction to the study of sounds and letters.



TEACHER. 1. What word have I written? *lay*. Say *lay* in two parts, as I do. *l...ay*. See, I have written *l* here and *ay* here. Say *this* part; and now *this*.

2. Now I will say *oo...ay*, *way*. *ay* is on the board. I will put the letter for *w...ay*. We call it *w*.

3. Teach *say* by erasing *l* and *w* before *ay*, and writing *s: s...ay*, *say*. Proceed thus with other words.

4. At the end, teach the name and sound of each initial consonant.

This is the Cow

that



that

worried

the cat

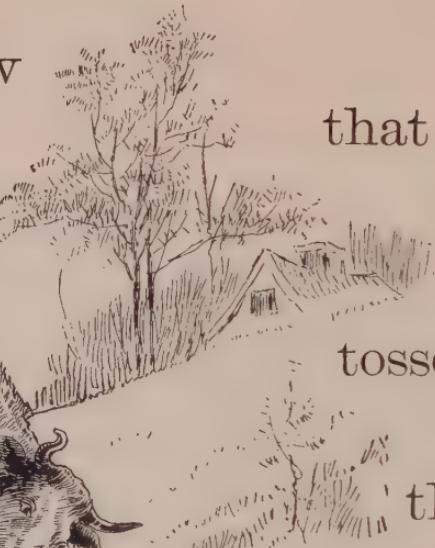
that caught the rat

that ate the malt

that lay in the house

that Jack built.

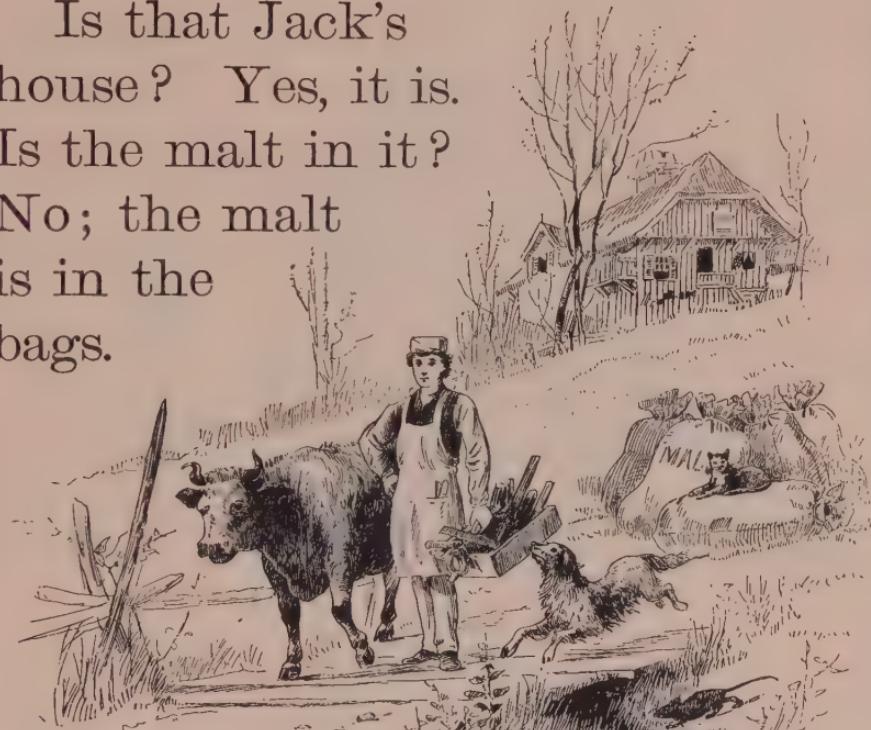
(See Note A.)



dog

QUESTIONS.

Is that Jack's
house? Yes, it is.
Is the malt in it?
No; the malt
is in the
bags.



Do you see
Jack?

And do you see the cow, the dog,
and the cat?

Is this
the rat?

(See Note A.)

THE WAY FOR BILLY AND ME.



Where the pools are bright and deep ;
 Where the gray trout lies asleep ;
 Up the river and over the lea :

That is the way for Billy and me.

The lines in finer type are given as context to the children's reading. The purpose they serve is the same as that of the picture. See Note D.

For Billy and me

1. READINGS.—2. PICTURES AND WORDS.

This is
for
Billy.



See! it is
a bird
in a cage.

This is
for
Jack.



Bunny is
in a
cage, too.

This is
for me.



What
is it?

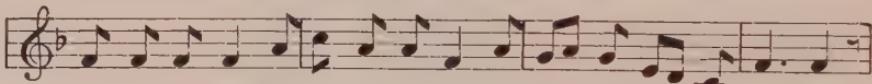
A little fish in a glass dish.

Spells for each of us.

HERE WE GO ROUND.



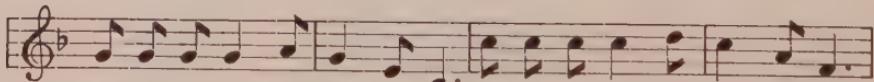
Here we go round the mulberry tree, The mulberry tree, the mulberry tree.



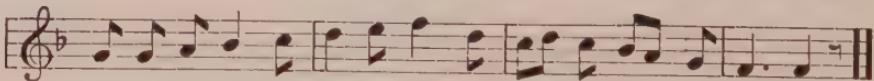
Here we go round the mulberry tree, All on a frosty morn - ing.

go me
no be
so he
ho she

A black and white line drawing of four children playing a game. One child on the left is crouching and holding a small object. Three other children are in a circle around him, holding hands. The child at the top right is looking back over their shoulder. The child at the bottom right is looking towards the left. The child in the center is looking towards the right. The child at the top left is looking towards the center. The children are wearing simple clothing, including hats and scarves.



This is the way we wash our hands, This is the way we wash our hands.



This is the way we wash our hands, All on a frosty morn - ing.

Here we go round the mulberry tree.

This is the way we wash our hands.

VOCAL EXERCISE.

TRAINING FOR THE EAR AND EYE.

INTRODUCTORY LESSON IN THE LONG VOWEL SCALE.

THE TEACHER: Listen while I repeat a verse:—

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and over the lea,
That is the way for Billy and me.

me **é** Billy and *me*. Hear me say words like *me*:
be *he*, *we*, *be*, *see*. In this first card find **e**.

Now may a
may, say listen: That is the *way*,—*day*, *say*, *pay*,
day aye. Find the letter in the second card.

Where the
say some air
fair
pair á pools are bright and deep. We can
words like where: *wear, care, there.*

Where the pools are, far, car, bar, are bright and deep. Say
far car ha, ha! ah!

Over the lea: say *err*,
were. Now repeat all:—

This is the next: *Over the lea: no, go,
throw, grow, blow.* And there is one no O *so, row,
so* more

in the scale for us to say and sing. This is it: **oo**. It is in *pools*: Where the *pools* are bright and deep. Now we will say them all:

é á à ä ë á ò öö

Beg for it!

Beg, sir!

See! it is a
bun!

But you can
not have it
if you do not
beg.



<u>e</u> g	beg	leg	keg	peg	e
<u>a</u> g	bag	rag	tag	nag	a
<u>i</u> g	big	dig	fig	pig	i
<u>o</u> g	bog	dog	log	fog	o
<u>u</u> g	bug	dug	mug	rug	u

b l k p r t n d f m



bow how do who good hair
 now cow to you hood fair

GOOD MORNING!

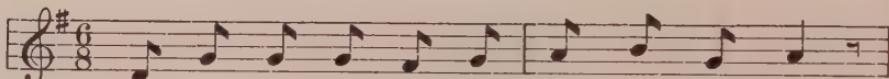


How do you do, Sir; fair good
 morrow.

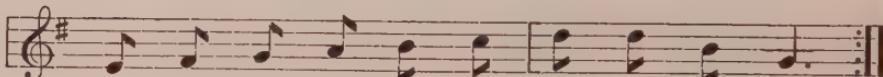
The wind seems in the West to-day.
 Sun for gladness, shade for sadness,—
 We meet them both upon our way. (See Note D.)

How do you do, Sir

PUSS AT COURT.



Pus-sy cat, Pus-sy cat, where have you been?



I've been to Lon-don to look at the queen.

I've



look

been

queen

where

chair

there

Pussy

under

Pussy cat, Pussy cat, what did
you there?

I caught a little mouse under
her chair.

look

book

took

|

did

hid

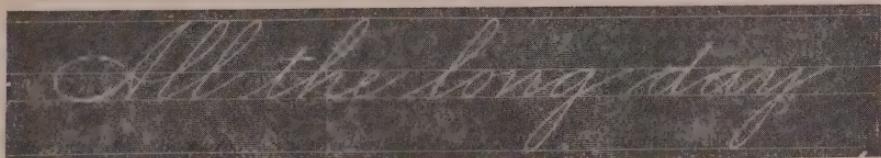
kid

THE RAIN-DROPS.

Pray tell me, little rain-drops,
Is that the way you play,



Pit-ter pat-ter, pit-ter pat-ter,
All the long, long day?



tell

bell

sell

all

ball

call

They wont let me work,
 And they wont let me play,
 And they wont let me go
 Out of doors at all to-day.
 They took away my play-
 things,
 Because I broke them all;

They locked up all my bricks,
 And put away my ball.
 They say I'm very naughty;
 But I've nothing else to do,
 But sit here at the window:
 I should like to play with
 you.

I'd like to play with you.

The little raindrops
 cannot speak,

But pit-ter, pat-ter,
 pat means,

We can play on this side;
 Why can't you play on that?



THE DOVES.



High in a green tree,
A little turtle-dove | Made a pretty nursery
To please her little love.

“Coo!” said the little dove;
“Coo!” said he.

“I love thee,” said the little dove;
“And I love thee.”

The young turtle-doves
Never quarrelled in their nest,
For they dearly loved each other,
Though they loved their mother best.

“Coo!” said the little doves;
“Coo!” said she.

And they played together kindly
In their little nursery.



The pig has got
out of his pen.
This boy must try
to get him in.

got get boy try



I have two roses
and two buds.
I will give Mary
a rose and a bud.

will two give Mary



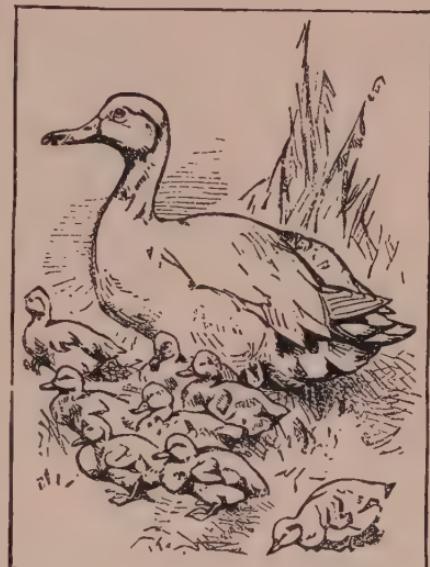
This can is full
of nice milk.
You may take a
cup, if you like.

full milk nice take

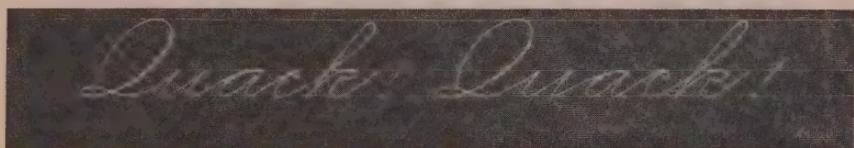
“Quack! quack!
Are you all here?”
said the duck.

“Let me count
you. One, two,
three, four, five,
six, seven, eight.

“Yes, that is all.
Now come with me to the pond.”



duck luck six fix pond fond



let met set wet pet yet

SIGHT READING.

1. What a big dog! Why, he is as big as you are. Do you like so big a dog? Oh, yes. I like Queen; but I'd like a little dog for a pet.
2. See Bunny go round and round in her cage. Look here, Bunny. What is this? She ate it all out of my hands, Willy.
3. Did you see that mouse? There! She is under that chair now. Go and call Jack's cat.
4. Do see it rain! What big drops! Tell Billy he must play in the house. Will it rain all day? It may not. I cannot tell.
5. Have you been out to see our doves? Not yet. We will see the ducks too, and the pig. Are there fish in this pond? Yes. Jack caught my pet fish here, on this side. Is that the one in the glass dish?
6. How long can you stay? All day, if you like to have me. We can't play in the hay. Why not? Did Jack say so? Yes, he said so to me. Is this where the cow is? I'd like to get a little hay to give her.

Try each day to do a little good.

THE BLIND MICE.

Three blind mice; See how they run. They

Three blind mice;
See how they run.

all ran after the farmer's wife; She cut off their tails with a

carving knife: Did ever you see such a sight in your life?

A musical score for 'Three blind mice' in treble clef. The lyrics 'Three blind mice' are written below the notes. The notes are: a dotted half note, a dotted half note, a dotted half note, a half note with a cross, and a half note with a dash. The music ends with a double bar line.



wife life | such much | run sun



Did you lay the
egg in this nest,
Polly? I have
some corn for you.

did egg corn



See! the key is
on the nail.
Be sure you put
it back.

key nail sure



Here is a cart by
the tree. Where
are the men and
the horses?

cart tree men

WHICH LOVED BEST?

“I love you, mother,”
said little John;

Then, forgetting
his work,
His cap went on;
And he was off
To the garden
swing,
And left her the
water
And wood to
bring.



“I love you, mother,”
said rosy Nell;

(See Note H.)

“I love you more than tongue
can tell.”

But she teased and pouted | Till her mother was glad
Full half the day, | When she went to play.

“I love you, mother,” said
happy Fan;

“To-day I’ll help you all I can.”

Then stepping softly, she
fetched the broom,

She swept the floor
and tidied the room;

Busy and happy all
day was she,

Happy and helpful
as child could be.

Three little children going to bed;
“I love you, mother,”
again they said.

How do you think that mother guessed
Which of them (really) loved
the best?

f an

b ed

m ore

b est

m an

l ed

t ore

r est

th an

f ed

s ore

v est

THE MOUSE.

Hick-o-ry, dick-o-ry,
dock!

The mouse ran
up the clock.

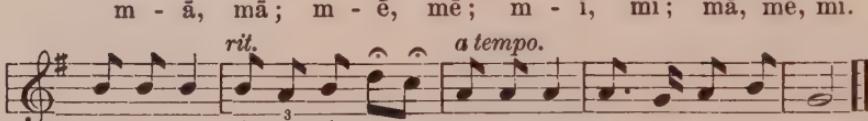
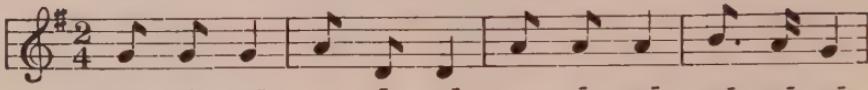
The clock struck one,
and down he run;
Hick-o-ry, dick-o-ry,
dock!



Dick	sick	kick	tick	pick	wick
dock	sock	cock	tock	rock	lock

A PHONIC SONG.

(FOR OCCASIONAL USE IN TEACHING VOWELS AND CONSONANTS.)



Repeat the song with the following syllables:—

b	ba	be	bi	bo	bu	B
d	da	de	di	do	du	D
f	fa	fe	fi	fo	fu	F
h	ha	he	hi	ho	hu	H
j	ja	je	ji	jo	ju	J
k	ka	ke	ki	ko	ku	K
l	la	le	li	lo	lu	L
m	ma	me	mi	mo	mu	M
n	na	ne	ni	no	nu	N
p	pa	pe	pi	po	pu	P
r	ra	re	ri	ro	ru	R
s	sa	se	si	so	su	S
t	ta	te	ti	to	tu	T
v	va	ve	vi	vo	vu	V
w	wa	we	wi	wo	woo	W
y	ya	ye	yi	yo	you	Y
z	za	ze	zi	zo	zoo	Z

Use either the names of the consonants or their sounds. (See Note G.)

ROBIN AND PUSS.

Little Robin Redbreast sat upon
a tree;

Up
went
Pussy
Cat,
down
went
he.

Down
went
Pussy
Cat,
away
Robin
ran.



Said little Robin Redbreast,
“Catch me if you can!”

up	down	tent	catch
cup	town	lent	patch
pup	gown	went	match



THE SECRET.

What do you think?

I'm sure I don't know.

You wont tell?

Oh, no! Oh, no?

Why { somebody told me that some one else said
that so and so told them —

You wont tell what I said?

BUY A BROOM.

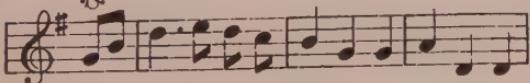
Sing or say the song, and learn to find the words. (See Note G.)

Buy a large one
 for the lady,
 And a small one
 for the baby;
 Come buy ye,
 pretty lady,
 Come buy ye
 a broom.

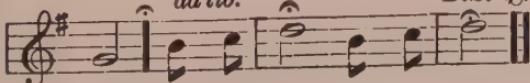


Buy a large one for the lady,
 Buy a small one for the baby;

S:



Come buy ye, pretty lady, Come buy ye a
 ad lib. D.S. S:



broom. Buy a broom! Buy a broom!



SIGHT READING.

"How do you do, Nell? How rosy you look."

"Do I? I ran all the way. Where are the children?"

"I don't know where Kate is. Dick and Fan are out under the tree. We are going to help John get in hay. Will you go?"

"If it won't be too late. I must be back by six. I have the key of the house."

"I do not think it has struck three yet. Will you look and see?"

"I'm not sure I can tell by this small clock. I can by our large one. The hands are at three and five. What pretty roses! May I pick one?"

"Pick all you like. Take some to your mother."

"We have more roses than you, but they are not as pretty. There is a sick lady at our house. I will take three or four buds for her."

"Here come the men with the cart and horses, and here are the children. I think I'll go."

This way, that way, run, blind man;

Here am I, there am I, catch me, if you can.

One here, two there, catch us if you can;

The one that you can catch shall be the blind man.

WHAT ARE THEY DOING?

Little sparrow, come
and say



What you're doing
all the day.

Oh! I fly (over hedges and
ditches) to find | A fat little worm or a fly to
my mind.

Little lamb, come here and say
What you're doing all the day.

Long enough before you wake | In the meadow, eating up
Breakfast I am glad to take, | Daisy, cowslip, buttercup;

Then about the fields I stray,
Frisk and scamper all the day.

Little bee, come here
and say



What you're doing all the day.

I creep in every bud I see, | I take it to the hive with care
 And all the honey is for me. | And give it to my brothers there.

Little fly,
 come



here and
 say

What you're doing all the day.

Oh! I'm a gay and merry fly:
 I never do anything; no, not I.
 I go where I like, and stay where I please,
 In the heat of the sun or the shade of the trees.

fly	that	doing	bee	bird
try	what	going	see	lamb

do... doing. fly... flying
 go going. buzz buzzing
 see seeing. say saying

Can you buzz like the bee?

JACK AND JILL.

Jack and Jill went up the hill,



To fetch a pail of water.

This house to let.

[Inquire within.]



“Why, it’s just the thing,” said
little Mrs. Robin;
“I’ll ask the rent: if it’s not too high
We’ll come and live here,
Robin and I.”



ask task

rent sent

just must

VOCAL EXERCISE.

TRAINING FOR THE EAR AND EYE.

INTRODUCTORY LESSON IN THE SHORT VOWEL SCALE.

TEACHER: We will repeat together the Long Vowel Scale. Find in the cards the letters that stand for these sounds. Now say with me: *heat, hit*; one is long and one short,—*seat, sit*; *beat, bit*; *neat, knit*; *eat, it*,—ē ī.

1 **ē** ī Find ī in the *First Card. Second.* Who
 knows a word that rhymes with ā? Now
 2 **ā** ē nounce *mate, met; wait, wet; late, let;*
 pro- ā ī *Third. Fair, fat; make the long one*
 very long, 3 **ā** ā and the short one very short:
 pair, pat; 4 **ä** à *care, cat; bear, bat, à à. Fourth.*
 Listen to *cärt, cäst*;
 long sound is û, and 5 **û** ū *pärt, päst, ä à. The Fifth*
 is ū, the sound in *cut, but,*
caught; the short sounds 6 **ä** ö *the short one most like it*
 7 **ö** ū *hut, û ū. Sixth. Saw,*
would be in sot, cot.
Seventh. Now make ö very
 long scale, and a little shorter 8 **ö** ö *long for the*
 one, and do the same with öö and öö, 9 **öö** öö *for the short*
 coö, cöuld; wöö, wöuld; goö, good. as in

Repeat now the two scales together from the cards. Make the long sounds *long and strong*, and the short ones *sharp and quick*. Sing each scale.

THE MERRY ROPE.

Over your head, and
under your toes,



That is the way
the merry
rope goes.

Up with this foot, down with that,
 Happy heart, go pit-a-pat,
 Over care and over sorrow,
 Skip to-day and skip to-morrow.

Take care, little girls. Do not jump too long.
 A little to-day and a little to-morrow.
 That is the best way.
 The heart must not go too fast.

toes	sorrow	skip	merry	rope	toe
goes	borrow	whip	cherry	hope	hoe

DOUBLE VOWELS.

We have had the Long and the Short Vowel Scales. There are four more vowel sounds, and these are Double Vowels, or Diphthongs.

1. ä-e said quickly makes ī, as in *why, try, mine, fine*.
2. ä-i said quickly makes oi, as in *boy, toy, oil, soil*.
3. ä-oo makes ow, as in *now, cow, how, owl, fowl, out*.
4. i-oo makes ū, as in *shoe, few, dew, pew, you, use*.

i	oi	ou	u
---	----	----	---

SUMMARY OF CONSONANTS.

LIPS.		TEETH.		BREATH.	
p	pack.	f	fine.	wh	when.
	back.	v	vine.	h	hen.
	we.	TEETH AND TONGUE.		TIP OF TONGUE.	
	me.	th	three.	t	time.
w		th	thee.	d	dime.
		TONGUE AND PALATE.			
S, C	sent, cent.	l	let.	k, c	kick.
Z, S	buzz, has.	n	net.	g	gig.
sh	shy.	ch	chest.	r	ray.
zh	—.	j	jest.	y	yay.
ng, n	{ sing, think.	X (ks)	box.	qu (kw)	queen.

TEACHER. Can you say all the sounds plainly? I know some one who tries to be "*a dood yittle dirl.*" She says she "*tant fwow de ball,*" but she "*tan woll it.*" Make the sounds she cannot say: *c, g, l, th, r, th* (hard).

If you can *moo* like the cow, you can say *m*. If you can *hiss* like the goose, you can say *s, sh*. And if you can *buzz* like the bee, you can say *z, zh*.

Poor little Tommy says, "*D-d-don't t-t-tell wh-wh-what I said.*" He heard a man stammer, and tried to do it for fun, and now he can't help it. Learn to make your lips say *p, b, m, w, strongly*. Press your tongue *hard* against the palate to say *l, n, t, d*, in words where they belong; and hold the back of the mouth *firmly* to say *k, q, j, g, ch*, so as to talk and read plainly and well.

THE BEE.




The bee is a rover,

The brown bee is gay;



To feed on the
clover,
He passes this
way.

Brown bees humming over;
What is it you say?

The world is so happy,
So happy to-day.



SIGHT READING.

I.

“Do John and Ned live here?”

“No. They live over on the hill. I live here. Wont you come and see my pet lamb? It's so funny to see him skip and jump.”

“Where did you get him?”

“Mr. West sent him to me. He has more. I'll ask him to let you have one.”

II.

“A robin has built a nest in this bush. There will be an egg here by to-morrow.

“The nest is just as high as your head. You can see into it if you stand on your toes. Take care, you're going to fall.

“Here is the robin coming back. I am happy to see you, Mrs. Robin. Have you come to lay an egg? I hope so.

“You don't care to have us stay, I see. Well, we are going. We'll come and see the egg.

“No one but us must know, Mary, that there is a nest. You wont tell, will you?”

clover lover over

ODD OR EVEN.

Hop-pe-ty, hop-pe-ty, hop!



How many
stones
have
I
got?

Odd or even's the game we play;
Come, make haste! which do you
say?

Cherry-stones, cherry-stones, which
shall it be?

You toss first, and then we'll see.

WISHES.

Said the first little chicken,

With a queer little squirm,

“I wish I could find a
fat little worm.”



Said the next little chicken,

With an odd little shrug,

“I wish I could
find a little
fat bug.”

Said the third little chicken,

With a sharp little squeal,

“I wish I could find
some nice yellow
meal.”

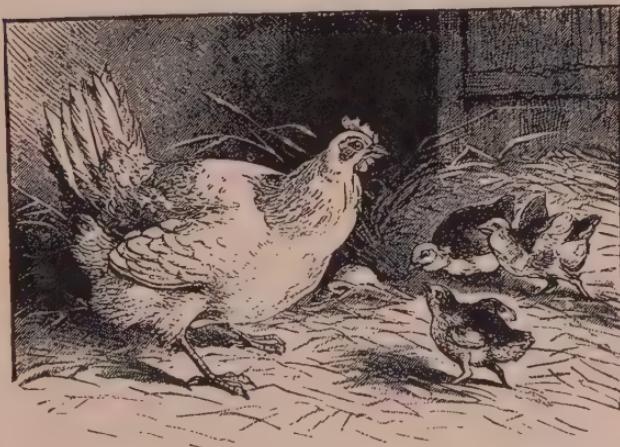


Said the fourth little chicken,
With a small sigh of grief,
"I wish I could find
a little green
leaf."



"See here," said the mother,
From the green garden-patch,
"If you want any breakfast,
Just come here and scratch."

wish
fish
dish
some
come
could
would



queer
queen
quite
quick
squeal
squirm
worm

SIGHT READING.

I.

"A cherry! a cherry!" said Mrs. Gay. "Who will buy a cherry?"

"Oh, I will! I will!" said all the children. "Where did you get them? What do you ask? How many can we have?"

"You may have as many as you want. Can any of you go up into the tree and pick some?"

"I can," said Fred. "I dare to. Come on. I'll toss them down, and you can pick them up."

"That's good. And we'll play odd-or-even with the stones," said little Tom.

"To be sure we will," said Fred.

"Well, make haste, or you won't get any stones."

II.

"I must go and get some meal for the chickens' breakfast. I wish I could find nice clover for them."

"I know where there is clover. I saw some down at the foot of the garden. I'll go and get it."

"Why don't you let them go where it is?"

"They scratch so, I can't have them in the garden. I must get green things to feed them with."

LAVENDER'S BLUE.

Lavender's blue, Lavender's green!

When I am You shall be
King, Queen.



Call up your Set them at
men, work,

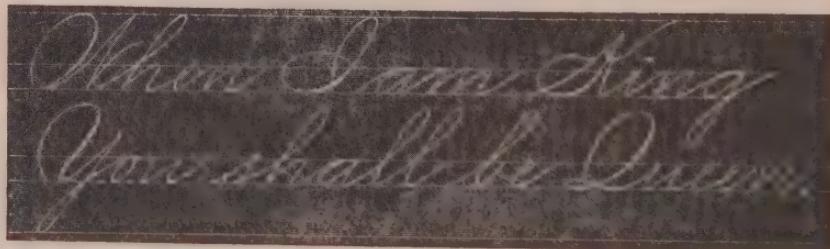
blue	green	when	king	sing	work
true	queen	then	ring	wing	worm

Some to the
plow,

Some to make
hay,

While you and I keep ourselves
warm.

Some to the
cart,
Some to cut
corn,



some	corn	cart	while	make	want
come	horn	part	mile	bake	storm

Warm hands, warm,
The men have gone to plow;
If you want to warm your hands,
Warm your hands now.

THE PEACOCK.

See ! he is coming,
Stepping so grandly,

His long train behind him
Trailing so blandly.

Does
he not
look
like a
grand,
proud
king ?

With
his
crown
and
and his bright, bright wing.



Little wind blow on the hill top:

Little wind blow down
the plain.

Little wind blow up the sunshine

Little wind blow off
the rain.

THE ROBIN.

The north wind doth blow,
And we shall have snow:
And what will the robin do
then, poor thing?

He'll sit in a barn

To keep himself warm,
And hide his head under
his wing, poor thing!



VOWEL MARKINGS.

THE MACRON AND BREVE.

MACRON.	BREVE.	MACRON.	BREVE.
rain	grand	keep	men
pain	sand	deep	ten
gain	hand	peep	hen
train	bland	sheep	then
plain	stand	sleep	when
like	wind	snow	gone
hide	king	blow	not
while	things	cold	shut
bright	brings	fold	cut

ā ē ī ō ū ā ē ī ō ū

Which is the wind that brings
the cold?

The north wind, Freddie, and
all the snow.

And sheep will scamper into
the fold,

When the north wind begins to
blow.

scamper Freddie begins north

row	bow	low	tow	ō
who	you	do	to	ō
cow	bow	how	now	ow

COCK ROBIN.

I.

Who killed Cock Robin ?

I, said the
Sparrow,

With my bow and
arrow,

I killed Cock
Robin !



This is the Sparrow,
With his bow and arrow.

II.

Who saw him die?



I, said the
Fly,
With my little eye,
I saw him
die!

This is the
Fly
That saw Cock Robin die.

III.

Who caught his blood?

I, said the Fish,
With my little dish,

I caught his blood!

die

lie

eye

fish

dish

wish

IV.

Who'll dig
his grave?
I, said the
Owl,

With mattock and
showl,

I'll dig his
grave!



V.

Who'll be the parson?
I, said the Rook,

With my little book,

I'll be the parson!

VI.

Who'll be chief mourner?
I, said the Dove,

For I mourn for my love,

I'll be chief mourner!

VII. Who'll toll the bell?

I, said the Bull,

Because I can pull,

I'll toll the bell.

All the birds of the air When they heard the bell toll,
 Fell a sobbing and sighing, For poor Cock Robin dying.

rook

bell

book

fell

cook

Nell

hook

sell

nook

tell

took

well

toll

chief

full

thief

owl

arrow

blood

roll

flood

pull

dove

fowl

sparrow

bird



VOWEL MARKINGS.

full ʌ

bow ə

chief ɛ

dove ə

pull ʌ

bow əw

die ɪ

bird ɪ

boat	sing	nine	cross
coat	sung	dine	across
goat	song	fine	toss

line

very

mine

be-gins



BOAT SONG.

A boat! a boat to cross the ferry,
 And we'll go over and be merry,
 And as we go sing hey-down-derry.

This is what Ted and his mother sing as they go over in the boat.

The mother sings the first line, then Ted begins the song, and when he has sung a line, the ferry-man will catch it up; and so it goes round and round in a very merry way.

A PHONIC LESSON.

THE BALL GAME.

kittens i ē

garden á ē

ever é ē

Thinks Pussy—“That ball
 That I see in the hall
 Is the best ball of all
 That ever I saw;
 My kittens I'll call
 From the garden wall,
 And we'll toss the nice ball
 From paw to paw.”

So the kittens came all
 From the garden wall,
 And they tossed the nice ball
 From paw to paw;
 Thinks Dick—“That's my ball
 That I left in the hall,
 And this game beats all
 That ever I saw.”

 ball
 hall
 all
 saw
 call
 wall
 paw

 game
 same
 name
 lame
 beats
 heats
 eats

toss

loss

moss

ever

never

ever y

SIGHT READING.

was	a	were	e	eyes	y	wear	â
-----	---	------	---	------	---	------	---

I.

“One of the kittens has caught a bird, Mary,—a poor little robin.”

“Oh, that is too bad! Don’t let her kill it!”

“She has killed it now.”

“Then you must whip her, and take the bird away. Do not let her eat it. She must not kill the poor birds. Make haste, before she gets a taste of the bird.”

II.

“Did you see the peacock, Jimmy?”

“Yes. How very grand he is! But I think he looks more like a lady than he does like a king. A man does not wear a train, does he?”

“He might if he were a king. The peahen does not have a train. She is a very plain bird. Did the peacock lift his train up over his back like a fan?”

“Not while I was there. I’d like to see him. How full of eyes the train is! It is very pretty.”

proud	wear	pea	brings
loud	tear	sea	things

THE LOST KNIFE.

Where my
do you knife
think can be?

Jack says he gave it back to me



When we were out at play.
And now it's lost—what shall I do?
I need it most of all.

I've hunted all my pockets through :

Here's top and string and ball,

My pencils, nails, and handkerchief,

Apple, and comb, and marbles last.

Perhaps 'twas stolen by a thief, —

I wish I had him fast.

comb



apple

string

marble

Find it? O yes, of course I did;

And oh! I am so glad;

It was my Christmas knife,—

The best I ever had.

knife	knee	know	knock
knit	kneel	knew	knot

SHORT STORIES FOR SIGHT READING.

I.

“Mamma, what do you think Mabel has for a pet? See if you can guess. I don’t think you can.”

“If I can’t, it is of no use to try, is it?” said Bell’s mamma. “Is it a kitten or a dog?”

“No, no. You must guess again.”

“Is it a bird that can sing, or a pretty Polly that can talk?”

“No. I wish it were.”

“Is it a rabbit, or a brown bunny in a cage? Well, you must help me. Is it large or small?”

“I think you would call it large.”

“Has it wings?”

“No.”

“It must be a calf, then, or a little lamb?”

“No, but you are not far from it now. I shall have to tell you. It is a little nanny-goat. Would you not like to walk over and see it?”

II.

Where did Mabel get her nanny-goat?

One day she saw a man going by with a cart; and the goat was in the cart. She ran to the gate to look at it; and the man saw her.



"Little one," said he, "would you like to buy my kid? It would make a nice little pet for you; and when it gets large it will give you milk. Don't you think you would like to have it?"

"Yes, sir," said Mabel, "if it did not

cost too much, and mamma would let me."

"I should not ask much of such a nice little girl," said the man.

Just then Mrs. Small came out. She had a little talk with the man.

"Are you sure you want it, Mabel?" she asked. "Could you take care of it?"

"I think I could," said Mabel, "if the man will tell me how."

"It will not need much care. Give it a warm place to sleep, and a little milk. It will get the rest for itself," said he.

Bell gave it some milk, when the man had gone, and now it goes around with her everywhere she goes.

"I wish I could have one, mamma."

"Mr. Small says he shall make a cart for it to draw, when it gets large."

"Wont it be nice for Bell when it can take her to ride."

III.

"How soon will Christmas come, papa?" asked Fred.

"Not for a long time yet, my son," said his papa. "What is it that you want Christmas-time to bring to you?"

"I need a knife, papa. I could make a boat if I had one."

"And are you sure that you will have one at Christmas?"

"No. But I shall have something, of course; and I'd like to have a knife."

“How many knives have you had?”

“Two, papa. One I lost, myself, in the hay; the other you said Jack might borrow of me, and he never gave it back. He said it was lost.”

“Will this knife of mine do?”

“Oh, yes, papa. May I have it for my own?”

“Yes. Take good care of it. See if you can keep it till next Christmas.”

IV.

“Come,” said a mother hen one day, “here are some nice bits for our breakfast.”

“Oh, I want this,” said one little chicken.

“No, no. I’m going to have it,” said another; “I saw it first.”

The third chicken did not say anything. He took the nice bit and ran away with it.

“Come, children,” said another mother, “I have an apple. To which shall I give it?”

“Don’t you want to eat it yourself, mamma?”

“Then brother must have it.”

“No,” said the brother, “I am to have the ride with papa; you shall have the apple.”

“I must cut it in two,” said the mother.

Which children do you like best?

other

mother

brother

another

v.

"Now we will march," said Hans, "and I will carry the flag."

"We must all keep step," said his sister. "You'll try, baby, wont you? Now hark!

"Left, right! left, right! left, right! March!"



Ida is the one to call "Left, right!" She will march in time, I am sure.

Poor baby takes two steps while the rest take one; and yet she thinks it a grand thing to march with them.

Hans is as proud as any king.

"I wish we had a drum," said he. "We need music. Where is the little round music-box that baby used to have?"

"I don't know; and we can't make music and march too. I think it is nice just as it is," said Ida. "Let us go where mamma can see us."

märch

üsed

mūsic

drüm

Häns

Ida

Lady bird, lady bird, fly away
home,
Your house is on fire, and your
children will burn.

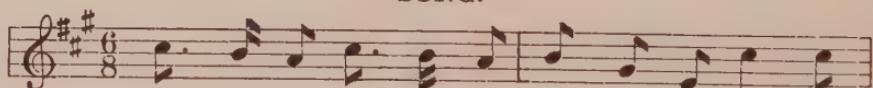
burn

turn

fire

tire

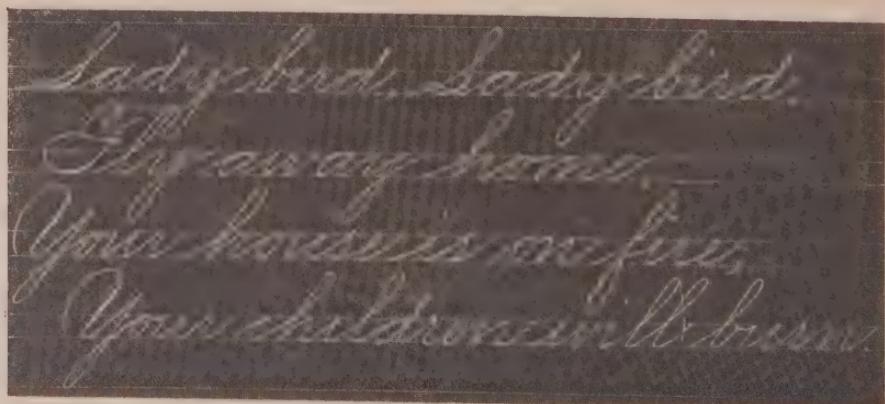
SONG.



La - dy bird, la - dy bird, fly a - way home, Your



house is on fire, and your children will burn.



SIGHT READING



NEP AND BABY.

Did you ever see a dog try to turn the leaf of a book? Nep can do it very well.

He seems to like books as well as children do.

When he and Baby come to a dog in the book, he says "bow wow" with a growl, as if he would like to fight. But if he sees a baby he will look at it a very long while. Then he will turn to his baby as if to see if it is like her.

The children call Nep "Baby's dog"; but Mrs. Snow says, "No, that is not it at all. Little Nell is Nep's baby. He takes more care of her than I do."

growl

fight

tākes

sēems.

THE WIND AND THE LEAVES.

“Come, little leaves,” said the wind
one day;

“Come o'er the meadow with me
and play.

Put on your dresses of red and
gold,

Summer is gone, and the days
grow cold.”

Soon all the leaves heard the
wind’s loud call;

Down they came fluttering, one
and all.

O'er the brown meadows they
danced and flew,

Singing the sweet little songs
they knew.

SIGHT READING.

“The summer is gone, little leaves,” said the wind. “The days grow cold. Don’t you want to come down and dance with me in the meadows? It will keep you warm.

“But you must put on your red and gold dresses. You will need them now all the time.”

I heard the loud call. I knew the little leaves would go down; and soon I heard them singing their sweet songs.

So I went to the brown meadow, and saw them as they flew and danced with the wind.

“Where will you go next?” I said; but they only heard the wind call, “come! come! come!” and away they flew.

meadows	heard	dresses	danced
---------	-------	---------	--------

HOW MANY?

How many stars are in the sky?

More than you can count, or I.

How many drops are in the sea?

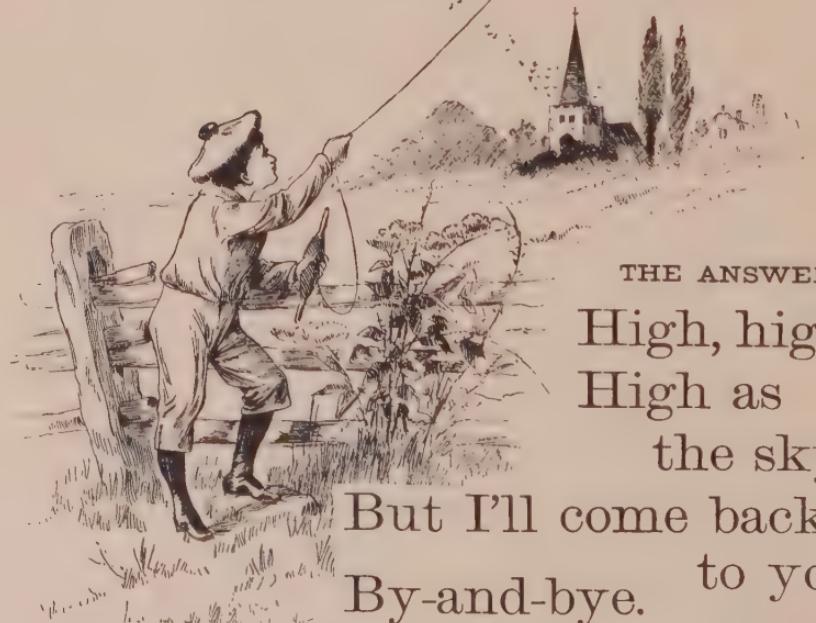
How many leaves are on the tree?

How many sands are on the shore?

Count all you can; still there are more.

SONG TO THE KITE.

Fly away, away, Kite,
 Fly away, away,
 Like a painted bird, Kite,
 With your tail so gay.
 Round the happy sun, Kite,
 As if you flew with wings,
 Up among the bright clouds,
 Where the sky-lark sings.



THE ANSWER.

High, high !
 High as
 the sky ;
 But I'll come back
 By-and-bye. to you

SIGHT READING.

“Why does the boy say, ‘where the skylark sings,’ mamma?”

“Skylarks fly very high, and they sing as they fly.”

“Did I ever see one?”

“I do not think you ever did. We do not have many of them here.”

“I’d like to have a kite, mamma.”

“You are too small to fly a kite, my boy.”

“Willie would help me if I had a kite.”

“It is too warm to-day, and there is no wind. If you would like to have a kite, Willie and I can make one, I think.”

“Could I help?”

“You can make the tail.”

“I’ll go right away to ask Willie; but, mamma, what shall we do for a line?”

“I have some string that I will lend you.”

“Will it let my kite go away up among the clouds?”

“We shall see. There may not be clouds.”

“Good bye, mamma; I’ll be right back,” and away ran little Jack, saying, “as if you flew with wings.”

A RAMBLE.

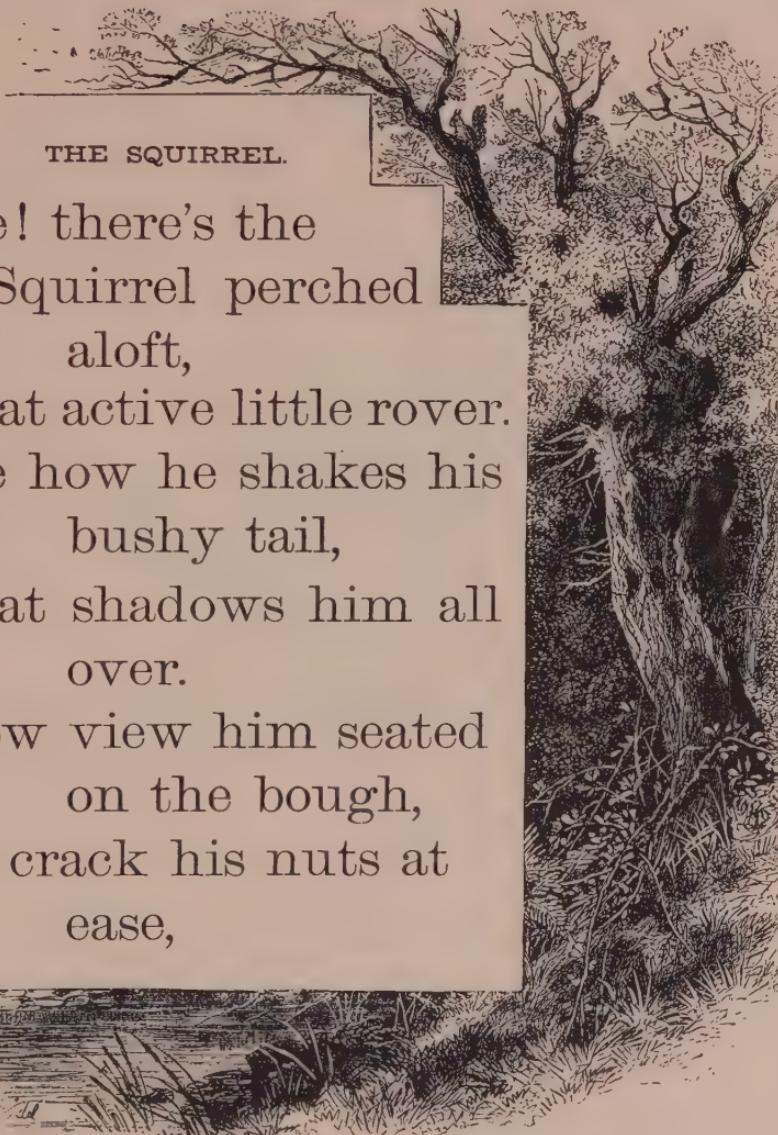
A long, long way I've been to-day,
Over the hills and
down the lane,
Into the woods
and back again.
All the merry brown
bees were humming;
All the birdies sang
“Who's coming?”
And the butterflies
came to my
Branch of May;
For I've been Queen
of the Woods to-day.



THE SQUIRREL.

See! there's the
Squirrel perched
aloft,
That active little rover.
See how he shakes his
bushy tail,
That shadows him all
over.
Now view him seated
on the bough,
To crack his nuts at
ease,

While blackbirds sing, and stock-doves coo,
On all the neighboring trees.



THANK YOU.

Thank you, pretty cow, that made
Pleasant milk to soak my bread,



Every day and every night,
Warm and fresh and sweet and
white.

Do not chew the hemlock rank, growing on the weedy bank;
But the yellow cowslip eat: that will make it very sweet.

Where the bubbling waters flow,
 Where the purple violets grow,
 Where the grass is fresh and fine,
 Pretty cow go there and dine.

pretty	fresh	white	bread
soak	sweet	every	thank

1. Would you like some bread and milk?
 Thank you; I like bread and I like milk, but
 I do not soak my bread in the milk.

2. If it is fine to-morrow, we will go over
 to the pretty woods. Look at the white clouds!
 Do you think it will be pleasant? O yes, they
 are not rain-clouds.

3. We shall find the cows over by the pond.
 They know where to find the fresh, sweet
 grass. They go to the pond every day.

4. There's a brown squirrel perched upon
 that branch. See how he shakes his tail. Do
 you like the view, Bunny? I've been as high
 as that myself, many a time.

The harder words in these lessons, such as *perched*, *pleasant*, *shadows*, *view*,
 may be passed over lightly till they occur again. See Note A.

IN A WOOD.

I once knew a couple that lived
in a wood,

High up in a tree
their dwelling
stood;

The summer came
and the summer
went,

And still they lived
on, though they
paid no rent.

When Winter came,
with frost and
snow,

They cared not a bit
if they heard the wind blow;



For wrapped in their feathers they
lay down to sleep.

But oh! in the Spring,
how their bright
eyes did peep!

Their parlor was lined
with the softest
of wool,

Their kitchen was
warm, and their
pantry was full.

And four little babies
looked out at
the sky:

You never saw dar-
lings so pretty and shy.





THE DAYS.

How many days has my baby
for play?

Saturday, Sunday, Monday,
Tuesday, Wednesday, Thursday,
Friday, Saturday, Sunday.

There are seven days in the
week.

Sunday is the first day.

Count them:

One	two	three	four	five	six	seven
1	2	3	4	5	6	7

Which did the mother say twice?

SIGHT READING.

PHRASES.

In a tree... in the woods... there once lived... a happy little couple.

Their dwelling... was high... and was a pleasant home... for them... in Spring... and... in Summer. But... when Winter came... how the wind blew!

They did all they could... to keep out... the frost and the snow. The softest of wool... lined their parlor... and warm feathers... wrapped them round... when they went... to sleep.

They had... a warm kitchen... too... and a full pantry. Of course... they heard the wind... but they... did not mind it.

Yet... they were glad... when... Winter was over... for... when the Spring-time came... four little birdies... looked out... to see... the green leaves... and the blue sky.

You never saw... such shy, pretty darlings... as they were.

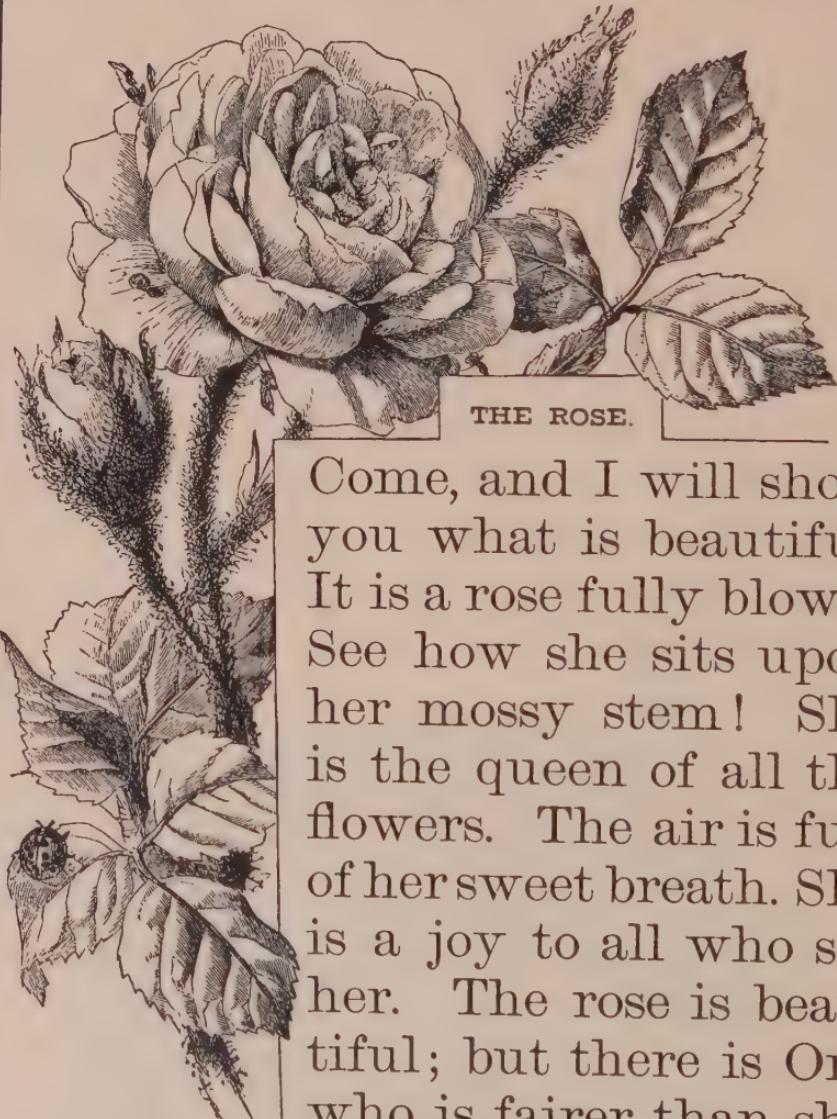
knew	there	kitchen	pantry	darlings
blew	their	parlor	feathers	once

When the pupils can point to the words of the story on pages 74 and 75, try them upon the phrases above, regarding each phrase as a single word.

THE LION.

I will show you what is strong. The Lion is strong. The cattle of the field flee, and the wild beasts hide, when they hear the voice of his roaring. The lion is strong; but He that made the lion is stronger than he. We are His, and no one can take us out of His hand.





THE ROSE.

Come, and I will show you what is beautiful. It is a rose fully blown. See how she sits upon her mossy stem! She is the queen of all the flowers. The air is full of her sweet breath. She is a joy to all who see her. The rose is beautiful; but there is One who is fairer than she.

He that made the rose is the joy of every heart.

SIGHT READING.

1. You've been a long way, have you not?
What did you see?

Oh, so many things. Down in the lane there was a gray squirrel, with a beautiful bushy tail. I got a branch of wild roses, but they are not fully blown yet. I saw butterflies with bright wings, and pretty birds that sang; and the woods were full of humming-bees.

2. What a beautiful rose! How like a queen she sits upon her mossy stem. Her sweet breath fills the air. What a joy she must be to all the flowers.

3. What makes the wild beasts hide? And why do the cattle of the field flee? They hear the roaring of the lion. They know his voice, and are full of fear.

4. Who is He that is stronger than the lion, and more beautiful than the rose? He shall be the joy of our hearts. And we will pray to Him to make us beautiful too, and strong to do His will.

LITTLE BIRDIE.

What does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

Birdie, rest a little longer,
Till the little wings are stronger.
So she rests a little longer,
Then she flies away.

What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
"Let me rise and fly away."

Baby, sleep a little longer,
Till the little limbs are stronger.
If she sleeps a little longer,
Baby, too, shall fly away.





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